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ABSTRACT

The Washington State Board for Community College Education and the Washington Center for Undergraduate Education undertook a national review of minority student success programs in 1990. Information was solicited from program directors, deans of instruction and student services, national organizations, state higher education boards, students, counselors, and researchers. The key elements of effective programs were identified as: (1) institution-wide commitment; (2) strong community linkages; (3) increased access through focused recruitment, admissions, and financial aid practices; (4) comprehensive, systematic, and integrated student support services; (5) assessment, course placement, and student progress reporting systems; (6) good student data and on-going program evaluation; (7) a campus climate infused with a sense of the value of diversity; (8) the hiring and development of minority faculty, administrators, and staff; (9) training for all in the understanding of their own and other cultures; (10) a multicultural curriculum; and (11) pedagogical strategies which encourage student involvement and honor diverse perspectives. The bulk of this report consists of descriptions of the model programs, listing a contact person for each. The descriptions are divided into two sections, the first consisting of four programs in the state of Washington and the second consisting of 37 programs from around the nation grouped under the following headings: early intervention and recruiting; college student and academic support; transfer and articulation; instructional programs with integrated student support services; and curriculum and pedagogy. Descriptions of 17 related organizations and networks, and a list of 1990 conferences of special interest conclude the report. (JSP)

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Minority Student Success Project

Minority Student Success in College: WHAT WORKS

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Carolyn Brewer

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A collaborative project of
The Washington State Board for
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Undergraduate Education

February 1990

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MINORITY STUDENT SUCCESS IN COLLEGE:

WHAT WORKS

by

Carolyn Brewer

February 1990

Compiled

for the

Minority Student Success Project,

a joint effort of the

Washington Center for Improving the Quality of Undergraduate Education

and

The State Board for Community College Education

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MINORITY STUDENT SUCCESS IN COLLEGE: WHAT WORKS

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MINORITY STUDENT SUCCESS IN COLLEGE: WHAT WORKS

FORWARD

Minority student success programs are relatively new, and few have undergone systematic evaluation or scholarly analysis accessible through a traditional literature search. Therefore we chose an eclectic approach to collecting resources for this document. We turned to experts and organizations around the country to lead us to exemplary programs, ongoing research and key literature, and resources available to institutions interested in addressing the needs of minority students on their campuses.

The response to our requests has been generous. It led to multiple telephone and mail contacts with program directors, deans of instruction and students services, national organizations, state higher education boards, students, counselors, and researchers. The information harvest has been abundant, and promises to continue long past our publication deadline. Because of this abundance and the current yeastiness of programming in this area, this report must be considered only a beginning, and we acknowledge that there are many resources not yet discovered. We invite our readers to share information not included here, to permit us to continue the resource gathering process.

INTRODUCTION

We are a nation founded on the principle of pluralism, but we are failing to provide equal opportunities to a large percentage of our population. Those lacking equal opportunities are disproportionately the people of color in our society--African Americans, Hispanics, Native Americans, and Asian Americans who constitute our minority population--a population which, by the year 2000, will become a majority in 53 cities and will comprise one third of our nation's people. By now this basic demographic reality is widely acknowledged and is the focus of shared concern. No matter what rationale moves us--be it interest in a healthy economy, a vital democracy, or simply humanistic concerns--we share a sense of urgency. For what we do or do not do now will determine whether we can live the pluralism that we espouse. We believe that our schools and colleges have a special obligation to be leaders in this work.

The nation's schools are increasingly diverse and will become even more so in the future. Yet, there are many disturbing signs that we are not adequately meeting the needs of this increasingly diverse school age population (ACE, 1989):

Higher education's pool is increasingly minority-based. In fact, the very term "minority" is increasingly problematic because of the diversity of the ethnic populations and because Caucasian students are the minority in many cases. In our largest cities, 50% of the public school students are now minority. Nationwide, 20% of the school age population in 1985 was minority, and 39% of the nation's school children will be people of color in 2020.

College attendance by black students has slowed and the gap between college participation of blacks and whites is increasing. Between 1967 and 1975 black participation rates in college rose from 35% to 44%, and that of white students rose from 51% to 53%. However, between 1975 and 1985 rates for black students dropped to 44%, while white students' participation rates rose to 55%.

The rate of college attendance for Hispanic students has declined in the last decade. The rate of college attendance for Hispanic students declined between 1975 and 1985 from 51% to 47%.

College attendance by Native American students is discouragingly low. According to a report by the Cherokee Nation, only 55% of Native Americans graduate from high school and 17% go on to college.

Minority students are concentrated in community colleges and few transfer. In fall 1986, over 55% of Hispanic students and 43% of African American students were enrolled in two-year colleges; few transfer to or graduate from four-year institutions.

Black & Hispanic students are far less likely than white students to complete a four year degree. This raises special problems in recruiting people of color into the ranks of future teachers. Among 1980 high school seniors who attended college, 21% of white students, 10% of black students, and 7% of Hispanic students completed a baccalaureate degree by 1986.

Blacks attending historically black colleges & universities are more likely to complete degrees than those attending predominantly white institutions. In 1984-85, 34% of baccalaureate degrees earned by blacks were earned at historically black institutions which enrolled 18% of all black students.

Black & Hispanic participation in graduate level mathematics & sciences is minuscule. In 1986, 462 blacks earned doctorates in education but only six in mathematics, and eight in physics. Hispanics earned 188 doctorates in education, 12 in mathematics, and 15 in physics. Native Americans earned 26 doctorates in education, one in mathematics and none in physics.

These data constitute an unsettling report card for a nation that took significant steps toward increasing educational and economic equity in the 1960's and 1970's. During the 1980's the political atmosphere became more conservative and concerns over educational spending increased. Throughout the nation there was increasing emphasis on educational accountability and quality and a concern that earlier efforts toward educational equity were responsible for the decline in educational standards. Within this context, the earlier momentum toward reform in higher education has failed to live up to its aspirations. Campuses across the nation are beginning to recognize that their past recruitment and retention efforts are simply not effective enough.

Efforts to better serve the educational needs of America's minority students have gone through several stages of development, and the literature reflects this evolution of thinking about what works. Initial efforts aimed primarily at recruiting the existing pool of qualified minority students to campuses. Often these campuses provided only spotty support services. When it became clear that the pool of students was finite and efforts were needed to expand it, more comprehensive and better coordinated interventions began. Initially, these efforts targeted preparation and orientation of juniors and seniors in high school. However, increasingly, the need for earlier intervention has been recognized and today there are some programs that begin with kindergarten. Efforts have become more collaborative--they involve schools, business, and community organizations. Outreach efforts have been complemented by student and academic support services on college campuses designed to retain minority students. Now, many efforts focus on critical transitions between institutions. Transfer is now seen as a major problem in terms of minority student success. Recent programs stress the critical need for various kinds of support if minority students are to transfer to four-year institutions.

As we enter the 1990's, the momentum toward progress for educational equity is picking up once again. There are a large number of exemplary efforts under way; many of these are described in this document. In a number of states, systematic and comprehensive programs are being developed. New Jersey is one example of a state that is developing multi-faceted programs to enhance minority student success. Efforts to examine our curriculum and pedagogies in light of culturally diverse students are more rare. In evaluation interviews, students report that services are good and the college climate is becoming more comfortable, but that not much has changed in the classroom. This remains an important concern, for it is often in the classroom that students form their primary connections to our institutions. We believe that if we address issues of the classroom on behalf of a culturally diverse population, we will also better address the needs of <u>all</u> students. In this sense, even colleges with few students of color have much at stake in the effort to produce a more multicultural curriculum and education system.

Educational reform can take many different pathways. Often, reform efforts are incremental and slow. A beginning point is asking how well our curriculum reflects the experience of each student. How well does it enable students to understand themselves and the experience of others? If we ask and answer these questions honestly, and change our curriculum and co-curriculum accordingly, our colleges will be well on the way to becoming more multicultural in tone, substance, and population. Many suggest that a rather thorough-going reform effort will be required and that thinking of this reform simply in terms of "adding-a-course" will not work. To understand that everyone will benefit from diversity, we find it helpful to think of this as an effort to provide <u>everyone</u> with more balance in their education. Emily Style put it this way:

> "If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected. Knowledge of both types of framings is basic to a balanced education which is committed to affirming the essential dialogue between the self and the world." (Style, Oak Knoll)

Schools should, therefore, provide <u>all</u> students with <u>both</u> mirrors and windows. Windows provide new perspectives; they encourage students to look beyond their existing views., But mirrors are also essential. They allow us to see ourselves and our own culture through role models and culturally connected materials and experiences. The problem with our current educational system is that students of color have many windows but not enough mirrors, while white students have too many mirrors on the dominant culture but not enough windows into different perspectives.

WHAT WE KNOW ABOUT STUDENT RETENTION/SUCCESS

Both common sense and the research literature tell us that student retention and success rests on the quality of the match between the student and the institution and the quality of the connection developed between the two.

A great deal of effort is going into determining the ingredients of such a match. The student brings to college a social, economic, and cultural heritage; skills and knowledge gained previously; and goals which are supported by varying amounts of motivation. In turn, the college offers the student an educational experience shaped by its mission and constituent parts: curriculum and co-curriculum, administrators, faculty, staff, students, facilities, and student support services. The tone and character of the institution are as critical as the formal structure.

The interaction between what the student brings and what the college offers determines whether or not a student bonds with the intellectual and social life of the community and becomes a successful learner. In the face of the natural adjustments, uncertainties, and loneliness that any student feels upon entering a new environment, it is critical for the student to build positive connections with as many members of the community as possible, inside and outside of the classroom. A variety of external factors, such as family responsibilities, financial problems, and outside employment, can interrupt or pull a student away. Research studies consistently demonstrate that a student will remain in college when he or she feels **connected, involved, and served.** (Tinto, 1989)

There are additional considerations in terms of retaining people of color in our schools. If the college's staff, faculty, and student body are predominantly white, minority students face not only the natural adjustments and disjuncture described above but also "otherness" (lack of connection) in every realm of college life. Racism inhabits college environments both in institutional forms--admissions tests, curriculum framed on predominant culture, few minority faculty/administrators--and individual forms--harassment, hostility, and low faculty expectations. Many campuses quite unintentionally cultivate a "chilly climate" by allowing an atmosphere to exist in which few efforts are made to actively include students of color. Inhospitable environments compound the problems many minority students bring: limited financial resources, educational disadvantages, language differences, and conflicting cultural/family expectations.

It is important to ask where are the bonds and connections that support and retain these students. Where do minority students see their interests, goals, and culture reflected in the college environments? Where are the "mirrors" that role models can provide which validate minority student experience and identity? Are there only windows into the dominant culture and capitulation to it?

If we are to build college environments that sustain minority students, we will need to fashion communities of the sort Tinto describes--where students and faculty of color feel **connected, involved, and served.** We have the tools to build such environments, and some colleges are doing exemplary work in this area. Some examples of these efforts are described in the latter half of this document.

SO WHAT WORKS?

Because minority student success programming is relatively young, we cannot point to evaluative documentation of what specific interventions work. We can learn, however, from the experience of those who have begun programs and from the new literature that focuses on organizational policy at the state and institutional level.

In looking at the landscape of minority success efforts, the reader quickly recognizes that the recruitment, retention, and success programs focus on familiar arenas, including the following:

Recruitment, outreach, financial aid

Orientation, advising, counseling, mentoring

Basic skills assessment, course placement, monitoring

Remediation

Learning support: tutoring, supplemental instruction, study groups, learning communities

Faculty/staff development

Articulation, transfer support

Curriculum/pedagogy

Multicultural centers/activities

These programs often focus on specific groups such as "at-risk" students, students preparing for specific career areas such as science or engineering, and/or specific ethnic groups. They target different educational levels and transition points along the educational pipeline. Increasingly, they involve collaboration between schools, communities, and colleges. Among the programs we encountered, there were relatively few that addressed multicultural curriculum and pedagogy or multicultural centers.

Most program directors and administrators with whom we talked were committed and enthusiastic about their efforts, but they all shared frustrations about the need for more resources to be committed over time and for more systematic and holistic approaches in their institutions. They were painfully aware of the gaps in the services offered on their own campuses and the gaps between educational levels. Although they valued their own efforts, the word "band-aid" came into the discussion all too frequently. Many efforts were seen as piecemeal. The refrain "we need whole student/whole institution/whole systems approaches" was repeated in different ways, over and over again.

What works are systematic and comprehensive approaches at the state and institutional level. This is reflected in the developing literature, most notably in the studies being conducted by Richard Richardson at the National Center for Postsecondary Governance and Finance at Arizona State University. In a draft report entitled "Institutional Climate and Minority Achievement," (October 1989) Richardson argues for managing the entire organizational culture in such a way that learning environments can be redesigned to support achievement of a culturally diverse student population. Several prominent national higher education organizations are currently coordinating efforts to involve states in system-wide planning efforts. This builds on the work of states already actively engaged in minority education, such as California, New Jersey, Florida, New York, and Wisconsin.

KEY ELEMENTS OF EFFECTIVE PROGRAMS

The collective wisdom of practitioners and scholars alike contends that successful programs have the following eleven key elements (Ashley, University of Cincinnati):

1. An Institution-Wide Commitment

   Commitment to minority student success and multicultural education needs to be articulated at the highest level and reflected in the institutional mission statement, publications, and public addresses. This articulation must be accompanied by commitment of long range institutional resources including discretionary dollars. Accountability, a long term perspective, and continuing focus appear to be crucial. The active support of key leaders who can cross divisional boundaries to ensure this continuing commitment is necessary. "How" the issue of multicultural commitment is phrased is also critical in defining whose "business" this is.

2. Effective Efforts Strengthen Community Linkages

   Strengthening community linkages is necessary because minority success depends upon a multifaceted, multi-system response involving elementary and secondary schools and two- and four-year colleges. Community organizations can also play a critical role. Collaboration between organizations is required if early interventions and bridge programs are to be effective. Activities should include: early identification of at-risk students and community college students intending to transfer; improvement of articulation between high school and community colleges and between community colleges and four-year

institutions; strengthening the transfer curriculum; and building internship and community service opportunities for minority students.

3. Increased Access Through Focused Recruitment, Admissions, and Financial Aid Practices

Approaches which are sensitive to the needs of minority students include: early involvement of parents, college information geared to different populations, early exposure of school-age minority students to career options, special efforts to recruit minority students into disciplines in which they are under-represented, dual admissions programs, dual enrollment programs, "I have a dream" scholarship programs, improved work/study programs to reduce use of loans, tuition waivers, budget counseling and emergency loan services. Financial barriers are a substantial problem in terms of access.

4. Comprehensive, Systematic, and Integrated Academic & Student Support Services

Services which support students through all phases of college life and which address personal, academic, and financial concerns are necessary. Special services for minorities need to be moved from the periphery of an institution to the mainstream, and academic and student service functions should be integrated wherever appropriate. A constellation of effective programs should include: pre-freshman summer bridge programs, orientation, assessment/course placement, advising, counseling, mentoring, tutoring, student progress reporting, early warning and intrusive interventions, and transfer centers.

5. Assessment, Course Placement, and Student Progress Reporting Systems

For those students who enroll in college without adequate preparation, it is critical that basic skills assessment be accompanied by placement in appropriate courses. Prerequisite skill requirements need to be clearly stated in registration materials and systems must be in place to prevent inappropriate course enrollment. If a prerequisite system is not in place, supplemental instruction and tutoring need to be provided. Computerized information systems need to be built that produce for students, faculty, and student service staff an accurate statement of basic skill levels, intended program, coursework completed toward program, and coursework remaining to be completed.

Such systems should build in reports which show progress toward programs at four-year institutions to which students intend to transfer.

6. Good Student Data & On-Going Program Evaluation

It is difficult to plan programs without access to data that describe student goals on entry and the paths they take within the institution and when they leave. It is important to know where minority students are within basic skills coursework and within the academic and vocational curriculum if measures are to be taken to maximize student progress and guarantee equal access to a full range of programs. Collaborative efforts between educational segments and social service agencies should provide system-wide data systems. Evaluation tools should be developed at the front end of all programs, and should be initiated and applied systematically.

7. Campus Climate Infused With Value for Diversity

An aggressive promotion of formal student organizations, informal support groups, and a wide array of cultural and social events should occur. Free child care should be provided to permit single parents to participate. Both curriculum and pedagogy should reflect value for diversity and supportive learning environments. Student service structures should be multicultural. Visible minority leadership among faculty, administrators, and staff is vital.

8. The Hiring and Development of Minority Faculty, Administrators, Staff

More minority faculty, administrators, and staff must be hired from the existing pools of available people. Recognizing that the present pools need also to be expanded, colleges must assume responsibility for encouraging their own students toward college teaching and administration. "Grow your own" strategies might include collaborative programs with schools and four-year institutions which provide internships, instruction, and articulated curriculum; involving students in faculty research projects; and hiring upper division students to teach study groups within their discipline at the community college from which they transferred.

9. Training for All in the Understanding of Their Own and Other Cultures.

Virtually all efforts to develop a multicultural curriculum and co-curriculum rest on a commitment to ongoing training for all members of the college community--students, faculty, administrators, and staff. Training can occur in student and new faculty/staff orientations; college colloquia; as part of curriculum design (general education and in disciplines); and in tutor and mentor training. It can also be a collaborative effort between schools and two- and four-year institutions.

10. A Multicultural Curriculum

Since the classroom is often the primary contact which college students have with the institution, it is critical that students see their own cultures reflected in what they study. Ultimately, multicultural perspectives should be infused throughout all academic curriculum. Until this occurs, some institutions are requiring an ethnic studies course for graduation. It is crucial that faculty development opportunities be provided to help faculty become more conversant with multicultural curriculum possibilities. Whole new areas of scholarship are now available to support such curricular infusion efforts.

11. Pedagogical Strategies Which Encourage Student Involvement and Honor Diverse Perspectives

The seven principles for good practice in undergraduate education identified by Chickering and Gamson can serve as a useful frame for designing strategies for all students. They include:

- encouraging frequent student/faculty contact
- encouraging cooperation among students
- encouraging active learning
- giving prompt feedback
- emphasizing clear, consistent expectations about out-of-class study
- communicating high faculty expectations and
- respecting diverse talents and ways of knowing.

Pedagogies which emphasize the collaborative and social aspects of learning rather than competitive and isolating aspects are encouraged. Through informal classroom research approaches, faculty can learn new ways to help culturally diverse students.

WHAT DOESN'T WORK

The literature and experience across the nation suggest that the following practices, which are widespread, often stand in the way of establishing successful minority success efforts:

-- **Responsibility for minority student success efforts being invested in only one person or one office.** This often results in minority success work being only that person's or that office's "business," while others divest themselves of any responsibility or involvement. The one office or person becomes isolated and exhausted from having to "do it all."

-- **Responsibility assigned solely to student services.** Much of the serious effort to diversify higher education has come out of student services, and many vital support services will always remain in this area. At the same time, the isolation of minority student success efforts in one area of a college has the same danger noted above, particularly in terms of disassociating faculty from their **central** and **essential** roles in this effort.

-- **Piecemeal programming.** Often this takes the form of addressing only one piece of the educational pipeline or one type of campus program without connecting it to other programs on the continuum. A college might develop a recruitment effort without developing an adequate retention strategy or it might focus on pipeline programs at one level, for example, middle schools, without following through to high schools. Lack of systematic programming and sustained focus undermines long term effectiveness and raises expectations that are often not met.

-- **Studies which focus only on understanding students who are <u>not</u> making it in our systems rather than on those who are succeeding.** These studies too often feed the sense of failure, and do not give us enough clues about campus efforts which <u>are</u> working and need attention and expansion.

-- **Short term programs.** Often these do not build services in any systematic or sequential manner. This is long term work.

-- **Brief basic skills "bridge programs," where brevity is not compensated for by intensity, substance, or special pedagogy.** Quick-fix solutions or superficial curriculum or pedagogical solutions seldom pay off in the long run.

-- **Too few people of color to act as role models among faculty, staff, or from the community.**

-- **Lack of connection or collaboration with ethnic communities from which students come.**

-- **No one in charge.** No sustained leadership to lend vision, coordination and follow-through over time.

-- **No overall plan,** and a lack of adequate resource commitment, over time, that relates to specific elements of a plan.

-- **An "Atlas complex" on the part of those working on minority success issues.** Fixation on the enormity of the task, the isolation of the effort, and the fear of failure often lead to a debilitating cynicism and inability to build a larger institutional commitment to the work. Sometimes, focusing on the progress resulting from small, successful steps gives the effort better momentum.

MODEL PROGRAMS

Many of the model programs described in the following section of this document reflect the strategies for success that we have described in the previous pages and seem to avoid many of the pitfalls. Nonetheless, we acknowledge that few of our models have been evaluated formally or over time. They are offered as examples that can engender creative adaptations on our community college campuses. We begin by describing several model efforts in Washington State, and then go on to describe various models from around the nation.

The selection of the programs is based upon their utility for two-year, commuter colleges. Generally, the programs included not do not require the support of large systems or vast dollars unless they contain ideas which could be adapted on a smaller scale. Several of the models are not targeted specifically toward minorities, per se, but serve at-risk students or are housed within institutions which serve sizeable minority student populations. The programs defy neat categorization but, for the ease of the reader (and we might add the writers), the following sections have been devised for programs outside of Washington state:

Early intervention and recruiting programs

College student and academic support programs

Transfer and articulation programs

Instructional programs with integrated student support services

Curriculum and pedagogy.

A. MODEL PROGRAMS IN WASHINGTON

Washington state has a number of model programs already under way. Many of these could be transferred to other institutions.

1. **Tacoma Community College SPRUCE Program**

This tuition-waiver program allows unemployed and under-employed people to register at TCC on a space available basis. Effective liaison with community organizations has been key to identifying prospective students. Many of the students registering through the SPRUCE option are people of color and many go on to successfully matriculate at TCC.

Contact person:

Priscilla Bell
Tacoma Community College
5900 S. 12th Street
Tacoma, WA 98465
206-566-5025

2. **Tacoma Community College-Evergreen State College BRIDGE Program**

This program is a two-year integrated studies curriculum providing the first two years of college work for a predominantly minority student body. The program is located at the site of the upper division program that The Evergreen State College operates in Tacoma in a low income, minority neighborhood. The curriculum is team-taught by faculty members from TCC and Evergreen. The program has been in existence for five years. Most of the students are black working adults. The program is offered in the evening to accommodate their schedules. Approximately 40 students enter the program each Fall. In terms of retention, transfer, and baccalaureate graduation, the program is highly effective, with more than 90% of the students retained.

Contact Person:

Joye Hardiman, Director
The Evergreen State College-Tacoma
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PO Box 5678
Tacoma, WA 98405
206-593-5915

OR

Frank Garratt, Vice President
Academic and Student Affairs
Tacoma Community College
5900 S. 12th Street
Tacoma, WA 98465
206-566-5025

3. **Comprehensive Planning for a Multicultural Commitment**

Seattle Central Community College is Washington's most diverse campus. This college has many model programs underway or being developed. These range from a mainstreaming approach in general to specific curricular and recruitment-retention-and transfer initiatives. Some specific examples include: interdisciplinary learning communities in academic, developmental and vocational areas, incentives for faculty to make their curriculum more multicultural, a newly established transfer center and middle college, use of tuition waivers to promote cultural diversity, and others.

Contact person:

Mildred Ollee
Dean of Students
Seattle Central Community College
1701 Broadway
Seattle, WA 98122
206-587-3800

4. **Faculty Hiring**

In 1987 The Evergreen State College dramatically re-organized its approach to faculty hiring. This new commitment and restructuring dramatically increased the applicant pools of faculty of color. Many new faculty members were hired and the ethnic make-up of the Evergreen faculty increased from 11% minority to 20%. There are many lessons on how to revamp faculty hiring from this experience.

Contact person:

Barbara Leigh Smith, Academic Dean
Rita Cooper, Director of Employee Relations
or José Gómez, Assistant Dean
The Evergreen State College
Olympia, WA 98505
206-866-6000

B. MODEL PROGRAMS FROM AROUND THE NATION

1. EARLY INTERVENTION AND RECRUITING PROGRAMS

There has been increasing recognition that minority student success relies on early intervention programs for building in young people the skills and motivation to continue in school. Further, there is a growing awareness that programs need to be initiated at earlier points in the educational pipeline, i.e., elementary level, and that they need to be maintained across grade levels to graduation.

a. **Hispanic Mother-Daughter Program--Arizona State University**

Team approach to help Hispanic 8th grade girls and their mothers to overcome barriers to higher education. Elements: support network, academic preparation, discussions with parents, enhancing the self-esteem of participants, follow-up support. Collaboration between schools, university, community (role models). Supports daughters through high school, mothers through GED or entry into community college.

Contact person:

Jo Anne O'Donnell, Associate Dean of Student Life,
Program Director
Arizona State University
Student Services Bldg. 228-B
Tempe, AZ 85287-2103
602-965-6547

b. **Early Start Program, Sacramento City College**

Since 1980, 13,000 8th grade students from SCC's feeder schools have visited the college campus, and since 1986, 50 to 60 minority students have been selected each year from those visitors to participate in an intensive 4-week summer program. English, math, computer science, and history instruction is offered in the mornings, recreational activity in the afternoon following a free lunch provided by the school districts. Of the first group of participants, 44 out of 54 students are expected to graduate on time.

Contact Person:

Barry Tucker, Dean of Students
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822
916-449-7244

c. **Middle College High School, La Guardia Community College**

La Guardia pioneered the middle college high school concept on its campus in 1974 to address the needs of at-risk students in grades 9-12. Goals of the program are to reduce the drop-out rate by improving academic performance, and self-concept, and by enhancing college and career options. It employs a wide range of interventions: visible peer models, small classes, intensive individual and small group counseling, systematic home contact, collaborative administration between high school and college, and a faculty exchange program which permits high school faculty to serve as adjunct at the college and vice versa. Approximately 500 students are served each year with a high success rate: 85% graduate, 74% go on to college at La Guardia and other colleges. Approximately 62% of students are minority,

the majority of whom are Hispanic and Black. In 1985, based on the Middle College concept, an International High School was established at LaGuardia to meet the needs of students in 10th-12th grades who are at risk because of limited English proficiency.

Contact person:

Cecilia Cullen, Principal
Middle College High School
31-10 Thomson Avenue, Room L-101
Long Island City, NY 11101
718-482-5440

d. **Summer Upward Bound Program, University of South Dakota**

This program serves Native American students grades 9-12 living on reservations. During the summer program students join one of four "families": "Tiopaye" ("Extended Family"), "Sacred Hoop," "Mighty Sioux," and "Infinity Circle." The groups form a context for all academic, social, and recreational activities. The primary focus is on activities which support cultural identity and values. Students remain with the same "families" throughout their years of participation in Upward Bound. 90% of the students graduate from high school and 70% go on to college.

Contact person:

Chuck Swick, Director
Upward Bound Program
University of South Dakota
Vermillion, SD 75069
605-677-5308

e. **Early Assessment, Orangeburg-Calhoun Technical College & Lawson State College**

Each year at Orangeburg-Calhoun Technical College, 1400 high school juniors and seniors are given ACT'S ASSET (Assessment of Skills for Successful Entry & Transfer) and receive advising based on their scores. Students work on improving deficits at the high school level or they can receive tutoring assistance at the college. The college is planning to provide testing at the junior high level to complement a career program (ACT's DISCOVER), which they currently provide on site. It is hoped that early testing will help students to make more informed course choices, particularly in the area of math. The college absorbs the cost of testing.

Colleges having Upward Bound programs have made use of early testing as well, using grant funds to pay for testing. Lawson State College tests high school juniors and provides appropriate tutoring.

Contact persons:

Barbara Pickens
Vice President of Student Affairs
Orangeburg-Calhoun Technical College
3250 St. Matthews Road
Orangeburg, SC 29115
803-536-0311

OR

Walter Wortham, Director
Upward Bound Program
Lawson State College
Birmingham, AL 35221
205-925-1666

f. **College Recruiting Strategy: J. Sargeant Reynolds' Community College**

This program, begun seven years ago, focuses on students in 10th grade typing class where the largest number of non-college bound students are found. A staff coordinator meets with all classes in the Richmond school district, aided by teams of current college students, alumni, and faculty. Approximately 500 students receive college information each year through the class presentations. Individualized assistance with college planning is provided by the staff coordinator, who also directs the transfer opportunity program. Each semester, typing class teachers are invited to a luncheon with representatives of the neighboring colleges and universities.

Contact person:

Betsy Woolf, Director
Transfer Opportunity Program
Sargeant Reynolds Community College
P. O. Box 32040
Richmond, VA 23261-2040
804-786-6815

g. **Young Scholars Instrumentation Institute, Prince George's Community College**

A NSF grant in 1988 provided the base for a program aimed at potentially strong 11th graders, particularly minority students interested in science or engineering careers. Twenty students participate in an intensive three-week summer course which includes a group research project. Following the course, students are placed in a week-long internship with agencies such as National Institute of Health, Naval Research Lab, NASA, or the Chemistry Dept., University of Maryland, College Park.

Contact person:

Dr. Vera Zdravkovich
Prince George's Community College
301 Largo Road
Largo, MD 20722
301-322-0432

h. **Project Socrates, (Center for Academic Inter-Institutional Programs--CAIP)**

A teacher training project involving five high schools, one community college, and two universities is aimed at encouraging minority students to consider the teaching profession. Seventy-five high school juniors are invited to participate in a summer institute and, during their senior year, to enroll in a World of Education class or club, and do an internship in an elementary or junior high school. Following graduation, students participate in a second summer institute, where they are introduced more formally to the field of Education. In the fall, students enroll at the community college in a transfer curriculum and continue their internships and club activities. Given satisfactory completion of the community college coursework, they are guaranteed admission to the four-year institutions. This program was tabled due to a Los Angeles teachers strike, but may be restored this spring (1990).

Contact Person:

Betty Levinson
Future Teachers Program
Center for Academic Interinstitutional Programs (CAIP)
Galey Center
University of California--Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90024-1372
213-206-1240

i. **Neccum/Lawrence Project**

The Northeast Consortium of Colleges and Universities in Massachusetts created this project in 1983 to provide information to minority students and parents regarding opportunities and careers available through higher education. The program includes: publication of a brochure translated into Spanish, Vietnamese, and Khmer; information nights; and collaborative efforts designed to retain and motivate students at the secondary school level.

Contact Person:

Mary Ellen Smith, Executive Director
NECCUM
51 Lawrence Street
Lawrence, MA 01841
508-686-3183

j. **New Jersey Outreach/Recruiting Programs for Military Recruits, Active Military, and Minority Veterans**

New Jersey initiated a delayed enrollment program (CDEP) which guarantees, on their return, admission for students entering the military, and provides an advising contact on campus who serves as information link to their major program. CDEP was the catalyst for the Army's concurrent admissions program (CONNAP) being piloted in 11 Northeastern states. CONNAP requirements now permit students to transfer up to 75% of their coursework toward a degree. There is clear resistance by participating pilot colleges to this provision and it is anticipated some modification will occur before CONNAP is implemented nationally. Presently, Army college incentive funds offer $30,000 for four years, $19,000 for two years on completion of service.

Contact persons:

David Hulteen, Veterans Affairs
New Jersey Dept. of Higher Education
20 West State Street
Trenton, NJ 08625
609-984-2694

2. COLLEGE STUDENT & ACADEMIC SUPPORT PROGRAMS

This section describes programs and strategies to provide social and academic support. Included are: pre-freshman summer bridge programs, orientation, mentoring, and progress tracking programs. Several comprehensive efforts are also described.

a. **Borough of Manhattan CC Pre-Freshman Summer Program**

This program started in 1986 with 70 students and, through a highly successful recruiting program, reached 1400 students by 1989. The student population is 90% minority: black, hispanic, (Dominican and increasingly Latin American --now 27%--requiring ESL) and Asians. It is a six-week program which focuses on basic skills--a combined reading and writing skills course with theme-centered instruction, collaborative learning, and computer-assisted instruction--and includes computer literacy & library workshops and field trips. "Bridge" faculty are drawn from high schools, BMCC, and other CUNY institutions. There is a strong counseling and peer counseling component, an academic/life skills course, and free child care services are provided. Student completion is recognized in a closing ceremony and award of certificates.

As a result of the overall CUNY pre-freshman program effort, substantial numbers of students improve in all basic skills areas, a large number of them satisfying the requirements before Freshman year. Preliminary data shows that the pre-freshman programs improve retention rates through the first

year and significantly increase the likelihood of students remaining in college for a second year.

Contact person:

Richard Jones, Associate Dean of Freshman Studies
Borough of Manhattan Community College
199 Chambers Street, Room S-727
New York, NY 10007
212-618-1636

b. **La Guardia Community College Pre-Freshman Summer Program**

The summer bridge program features short, intensive courses, lasting 1-3 weeks and addressing basic skills and orientation to college. Notable features include: Reading/Writing Intensive; ESL Intensive; "Strategies for Success", an intensive orientation program; computer-assisted instruction; English Express (writing with word processing); and Math Express (computerized review of arithmetic and algebra).

LaGuardia's program serves approximately 500 students with a diversity similar to that at BMCC (see above) except there is a more sizeable Asian population needing ESL. The outcomes of the program are consistent with the CUNY information indicated for BMCC.

Contact person:

Director, Pre-Freshman Basic Skills Program
La Guardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
718-482-5407

c. **Project Soar (Stress On Analytical Reasoning), Xavier University**

Project SOAR is one of a range of pre-college programs offered by Xavier University, a small, predominantly Black institution in New Orleans. It is a joint project of the departments of Biology, Chemistry, Math, Computer Science, and Physics to enhance the problem-solving and academic abilities of pre-freshmen interested in science. Approximately 115 students spend five hours a day for five weeks focusing on Piagetian-based lab and problem-solving/ comprehension exercises. Other early interventions include Math Star (precedes first high school Algebra course), BioStar (precedes high school Biology), Chem Star (precedes high school Chemistry), and Super Scholar/EXCEL (preceding Freshman year of college study for students considering careers in humanities, the law, and social sciences). Outreach instructional programs are supplemented by career days and newsletters addressed to students at different educational levels and their parents.

Contact person:

Dr. J. W. Carmichael
Xavier University
New Orleans, LA 70125
504-483-7437

d. **Human Community 101, Duke University**

As part of its orientation program, Duke asks new students to fill out a survey mailed to them in advance and to participate in a work shop focused on multi-cultural awareness. The survey is contained in a blue book entitled "Human Community 101," which asks them to assess and rate their attitudes and behaviors. The exercise provides a base for work shop discussion and presentations by noted minority speakers (e.g. Maya Angelou). The work shop has proven so successful that continuing students have requested similar programs for student organizations and residence halls. Each year approximately 1400 new students join an undergraduate population. Of this group, 12% are minorities, 6% of whom are Black. Duke held a "Black on White" symposium in February, 1989, a final report on which clearly describes issues a predominantly white campus faces in trying to provide a hospitable multicultural environment.

Contact Person:

Maureen Cullins
Assistant Vice President for Student Affairs
Duke University
107 Flowers Bldg.
Durham, NC 27706
919-684-6004

e. **Orientation & Guidance Program, South Mountain Community College**

The program includes a College Orientation Program based on a one-credit course called Orientation for Student Development. This program is for new students placed in transfer level courses and students who are making a transition from basic skills to college level courses. A three-day program has been adapted for high school seniors (one high school sent all 150 of its seniors). A mentoring program matches students in their third or fourth semester with a mentor from the college staff to help plan academic careers at the community college and beyond. The mentor program is connected to a one-credit course called Logic for Writers which prepares students for writing demands at university. Lastly, a University Orientation Program provides support for students already in the process of transferring to a four-year institution and revolves around a three-credit course called "University Adjustment and Survival," offered by Arizona State University.

Other community colleges offering transfer courses include:

1) Laney CC (one credit, nine weeks, twice per semester) and 2) Sacramento City College, with a "Preparation for Transfer" course, which includes visits to colleges, peer tutoring, career and goal exploration, and financial aid information.

Contact Person:

Dr. Frederick E. Stahl
Dean of Instruction & Student Development Services
South Mountain Community College
7050 S. 24th Street
Phoenix, AZ 85040
602-243-8036

f. University 101, University of South Carolina

Courses to introduce students to college study, often entitled "University 101," have proliferated on college campuses across the country. USC has provided leadership in developing the model through regional conferences and clearinghouse activities. The January 1990 conference in Costa Mesa, California, focused entirely on orientation for culturally diverse students. Proceedings will be available.

Contact person:

John Gardner
University 101
University of South Carolina
1728 College Street
Columbia, SC 29208
800-522-3932 or 803-777-3799

g. Achieve (Academic, Cultural & Human Interventions for Educational Vitality & Excellence), San Diego City College

New minority students entering SDCC are invited to participate in ACHIEVE, which provides faculty mentoring, enrollment in a freshman seminar taught by faculty mentors, on-campus jobs, and special counseling. Six faculty receive 20% released time to serve as seminar instructors and 21 additional faculty volunteered to mentor one student per term. At the end of their first year, 93% of the first group of students to participate in the program (1988) were still attending college. The project has received funding from the Ford Foundation to do follow up studies of ACHIEVE students.

Contact person:

Doris Pichon-Washington, Coordinator
ACHIEVE
SDCC
1313-12th Avenue
San Diego, CA 92101
619-230-2238

h. **Faculty Mentor Program, California State University, Sacramento**

Now in its second year of a five-year state grant ($110,000/year) the program links 100 minority sophomores experiencing academic difficulty with a discipline-based mentoring team composed of a regular faculty member and an upper division student. Participating students commit to a year-long contract which includes a two-credit course focusing on major and career choice, study skills, and orientation to campus support services. Through individual and group activities, the program serves as an academic, social, and cultural support system. Faculty are given one course released time to mentor ten students and to meet weekly with other faculty mentors for training, support, and planning activities. Peer mentors assist faculty in arranging mentoring schedules and maintain informal contact with students. Based on the success with the sophomore program, CSUS is now planning a formal mentoring program for entering students to replace an earlier informal effort.

Contact Person:

Dr. David Leon
California State University at Sacramento
Sacramento, CA 95819-2694
916-278-5925

i. **University of Wisconsin-Oshkosh Early Warning/ Intervention Program**

Computerized data-driven program in three phases: 1) high risk prediction, 2) early alert, and 3) intervention. In the first phase the student master file of entering freshmen is scanned and evaluated against established criteria to produce a list of high risk students. In the second phase these students are monitored in designated preparatory and basic courses. Faculty are asked to feed back information three weeks into the term regarding high risk students (81% return rate). In the third phase, intrusive advisory/intervention occurs (individual counseling, peer program).

Contact Person:

Maureen Smith, Coordinator
Early Warning/Intervention Program
Dempsey Hall 131
University of Wisconsin-Oshkosh
Oshkosh, WI 54901
414-424-1143

j. **Academic Early Warning System for First Time Freshmen, California State Polytechnic University**

The system is built on a high risk prediction procedure which reflects academic performance within the context of seven colleges and an undeclared student category. All new

students are rank ordered and the bottom 200 students are invited to participate in an intensive tutoring/mentoring/advising program from the very beginning of their first term. The system has been integrated into the academic advising center, Minority Engineering Program, EOP, and some of the college-based support programs. The program director reports that the predictive tool is accurate and the intrusive support efforts effective.

Contact Person:
Joseph C. Marshall
Dir. of Research & Information Management
Student Support Programs
CPSU
Pomona, CA 91768-4006
714-869-3357.

k. **Comprehensive Outreach & Support Services, Miami Dade Community College**

Miami-Dade offers more than 100 programs and activities from its four campuses and numerous outreach centers. Specific structure for strategies varies widely and program names frequently change from year to year, thus an outline of prominent intervention areas is listed here with individuals for contact purposes who can give current referrals and information.

College reach out programs, targeting different educational levels, include information, tutoring, counseling, financial aid and scholarships, programs for particular career areas, summer jobs, and parent programs.

Retention efforts include such programs as: Comprehensive Opportunity to Pursue Excellence (COPE), where students experiencing academic difficulty are matched with staff "facilitators"; JUMP START, featuring special support services during summer term for students ambivalent about college; CHALLENGE CENTER, academic and student support network for new students with marginal basic skills not requiring formal remediation; and a required Survival Skills course.

Transfer opportunity programs include the Black Student Opportunity Program (BSOP), which begins with intervention in high school and carries support through completion of AA degree and transfer to 4-year institution. It includes provision of a "bank account" where student grades are translated into dollars in an account that can be used toward community college and university tuitions. (A program is now being formed for Hispanic students as well.)

McKnight Center of Excellence: McKnight Achievers Society, an honors society begun five years ago, into which 352 students (K-12) have been inducted. Activities include

Brain Bowl, intensive summer institutes, and scholarships.

Contact persons:
Ray Dunn, Dean of Students for North Campus
Miami-Dade Community College
Miami, FL 33167
305-347-1053

Kynie William, Coordinator
Pre-college & College Minority Programs
same address as above
305-347-1427 or 347-1061

1. **College Outreach Retention & Enhancement--Student Affirmative Action (CORE-SAA) California State University, Fresno**

CSUF has an enrollment just shy of 20,000 undergraduates, approximately 30% of whom are minority (predominantly Hispanic and Asian). The population in the university's service area ranges from 32% to 35% depending on seasonal migration. CORE-SAA serves regularly admissable minority students. Three components: 1) recruitment: information dissemination, individual student interview, a tutoring program on campuses of junior and senior high schools (once a week tutoring in math and English, once a month in study skills); 2) peer counseling program for new students identified by outreach office as high risk and for students who go on probation after first term; 3) retention advising program for probationary students includes individual advising and enrollment in two-credit course "College Planning Skills."

CORE-SAA is complemented by strong Educational Opportunity Program, Health Careers Opportunity Program, Minority Engineering Program, a university migrant office (formerly a College Assistance Migrant Program), and a well-developed learning assistance center.

Contact person:
Frances Pena, Director
University Outreach Services, M. S. #59
Shaw & Maple
Fresno, CA 93740
209-294-2048

3. TRANSFER & ARTICULATION PROGRAMS

Because such sizeable numbers of minority students attend community colleges and because the transfer rate to 4-year schools is low, programs which foster transfer become critical. Some of the initiatives described do not target minority students

per se, but sponsoring institutions generally serve predominantly minority populations.

a. **Dual Admissions/Double BRIDGE Rapid Transfer Program, Bronx Community College**

The program was offered to a selected group of 100 transfer-oriented high school juniors each year. Generally these students would not qualify for admission to 4-year institution at the time of graduation from high school. Participating students agreed to Student Study/Participation Contracts. The program consisted of skills workshops/ classes that met two days/week for two hours and included computer-assisted instruction, study groups, counseling sessions, SAT preparation, and college-level coursework offered during the academic year. A five-week summer program included math, English and SAT preparation, and a campus-based job.

This program was so successful that students went straight on to 4-year institutions. Success led to discontinuing the program, but information concerning its structure and strategies is still available.

Contact person:
Carl Polowzyk, Dean of Academic Affairs
Bronx Community College
181st & University Avenue
Bronx, NY 10453
212-220-6185

b. **Transfer Center, Laney Community College**

Activities of the center include coordination of visits by representatives of four-year institutions; a class on transfer opportunities; a Transfer Day; seminars on transfer requirements, financial aid, scholarships, and academic majors; free early evaluation of transcripts by four-year institutions; free concurrent enrollment in some local colleges and universities; and access to computerized information concerning all California two-year and four-year institutions, and financial aid. Academic counseling is provided on an appointment basis.

Contact person:
Chris Hadley, Director
Transfer Center
Laney College
900 Fallon Street
Oakland, CA 94607
415-464-3135

c. **Peer Transfer Advisors, Hostos Community College**

Students who have been extensively trained as peer advisors while attending HCC are used as transfer advisors

when they transfer to four-year institutions. They serve as peer contacts on their own campuses but, more importantly, they return to HCC to conduct workshops on transfer shock and ways to negotiate the bureaucracies.

Contact Person:
Dr. Bette Kerr, Director of Academic Advisement
Hostos Community College
500 Grand Concourse, Rm. B530
Bronx, NY 10451
212-960-1031

d. Comprehensive Transfer System, La Guardia Community College

La Guardia has targeted institution-wide commitment to improve identification of transfer students and provision of transfer information necessary information and transfer-enhancing support services. The activities include:

-- dual admission arrangements with four-year institutions (55% of students entering LaGuardia are sent joint-admission letter);

-- Career and Transfer Resource Center which provides information and offers transfer workshops/fairs;

-- Degree Requirement Checklist and Transfer Information Guide;

-- Middle College (see description on page 15);

-- Articulation agreements with private colleges, joint summer institutes, the most notable example being the Vassar-LaGuardia program;

-- Systematic incorporation of transfer information into the cooperative education curricula, which permits targeting the majority of students as transfer students.

The transfer activities described are supported by comprehensive computer-based identification and advisement systems.

Contact person:
Dr. Janet Lieberman
Special Assistant to the President for Educational Collaboratives
La Guardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
718-482-5049

e. **Transfer Curriculum & Faculty Development, Community College of Philadelphia**

Primary focus of Ford grant (Transfer Opportunity Program) activities has been on changing the structure and style of pedagogy to create a faculty culture that encourages transfer. A transfer curriculum, designed for over 100 first-year full time students (eligible for English 101), included two 12-credit, team-taught, inter-disciplinary seminars where intensive writing, reading of primary texts was required. A part-time sequence, both day and evening, was offered as well. A counseling component is integrated into the year-long seminars. A second year curriculum was designed to continue the work of the first year. A three-semester faculty development component was designed to support activities before and during the seminars. CCP has also focused on early identification of transfer students, and articulation with receiving institutions.

Contact Person:
Dennis McGrath
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
215-751-8000

4. INSTRUCTIONAL PROGRAMS WITH INTEGRATED STUDENT SUPPORT SERVICES

Because a majority of community college students work, commute, and balance a wide range of outside responsibilities, their classroom experience assumes critical importance, since it represents mandatory participation. Noted here are instructional programs which attempt to engage students in more active learning that acknowledges prior experience and encourages a sense of belonging.

a. **Puente Project--University of California/California Community Colleges**

The Puente project was begun in 1982 at Chabot Community College, to reduce the dropout rate among Mexican-American college students and increase the number who transfer to the California State University or University of California systems. Students enroll in a year-long program which integrates the skills of an English instructor, a Mexican-American counselor, and Mexican-American mentor from the professional community. Students enroll in an entry-level writing class and English 1A (the transfer level composition class), both taught by the same instructor. The counselor works closely with students throughout the first year and continues their support during the next year, during which students complete an AA degree and/or transfer to universities. Both instructors and counselors

participate in a ten-day training institute and regular follow up sessions, and actively integrate their activities. Funding is 2/3 state derived, 1/3 from private sector. To date, the program has served 1800 students, used 600 mentors, and witnessed an increase in the transfer rate from 15% the first year to 26% this past year--this in the face of 3.2% transfer rate. (It should be noted that students who have BA degrees or are enrolled in non-degree certificate programs are included in this figure).

Contact person:

Patricia McGrath & Felix Galaviz, Co-Directors
PUENTE
Office of the President
University of California
Berkeley, CA 94720
415-643-6648

b. **Fall Institute Academic Program/University Learning Center--University of Colorado, Boulder**

A year-long freshman program for provisionally admitted students, many of whom are children of migrant workers (Hispanic), Mexican American, Black, Asian American, immigrant Asian, and Native American. Additional preparation is given to help students adapt to college work. The focus of instruction is on developing critical thinking, problem solving and analytical thought. The curriculum includes college algebra (many students start at basic math level and take three semesters to complete college algebra), two semesters of expository writing, and two semesters of freshman biology. The pedagogy/curriculum acknowledges the prior knowledge, experience, and world views of culturally diverse students.

Contact Person:

Ken Wilson
Assistant Director for Instruction
University Learning Center, Campus Box 107
University of Colorado
Boulder, CO 80309
303-492-5474

c. **Goodrich Program--University of Nebraska-Omaha (UNO)**

A state-funded program begun in 1972, the Goodrich Program provides low income, "non-traditional," students with tuition waiverss and a special academic program which includes general education and support services. Approximately 70 new students enter the program each year and start the two-year, 24-semester credit curriculum which includes English composition, critical reasoning, an autobiographical writing course, and three six-credit units of Humanities and Social Sciences. The primary commitment of the seven faculty members is to the Goodrich program.

There is an underlying assumption that low income students have the ability to excel and need challenge rather than remediation. Support services include a study skills center, writing lab, job and personal counseling, a Goodrich student organization, and tutoring which students can access until they graduate.

Contact person:

Dr. Donald Dendinger, Chairperson
The Goodrich Program
University of Nebraska
Omaha, NE 68182-0208
402-554-2274

d. **Honors Program, Compton Community College**

An intense academic, cultural, skills development curriculum targets black students maintaining a 3.0 minimum gpa with 15 more transferable credits. It is a 30-unit, two-semester program employing interdisciplinary learning. In addition to academic course-work counseling, a peer support group, a tutorial program, and a series of transfer readiness workshops are offered. Participants are eligible for scholarship awards, and notation on transcript. A high school level program was begun in 1986 which focuses on faculty-faculty meetings, a counseling institute, and a college and university information day for secondary students.

Contact Person:

Janet Bowman
Compton Community College
1111. E. Artesia Avenue
Compton, CA 90221
213-637-2660, ext. 444

e. **First Year Chemistry with Built-in Support for the Under-Prepared, Xavier University**

Support provided by weekly 3-hour recitation sections (25 students) is integrated into the chemistry course as a requirement for all students, with exemptions granted only if performance warrants it. Each recitation includes a 45 minute quiz, 30 minutes of problem-solving activity while the instructor grades quizzes, and the remainder of the class time is spent working on problems similar to those missed on the quiz. Students are taught Arthur Whimbey's method of systematic problem solving and introduced to new content in the lab preceding the lecture, thus providing "hands on" experience first. More than 2/3 of the students complete the year with "C" or better vs. 1/3 prior to course modification and students report liking chemistry. Biology, math, and physics curriculum have been similarly modified.

Contact person:
Dr. J. W. Carmichael
Xavier University
New Orleans, LA 70125
504-483-7388

f. **Professional Development Program, University of California, Berkeley**

Uri Treisman's Math Workshop Program operates as an honors program for students under-represented in math-related professions. Learning occurs in a workshop environment and is supplemented by counseling, advising, and personal support. The workshop program has had dramatic effect on academic performance and retention. The model is being adapted to the community college environment by Laney Community College and Santa Barbara City College.

Contact Person:
Uri Treisman
Professional Development Program
University of California
Berkeley, CA 94720
415-642-2115

g. **Mathematics Engineering Science Achievement/Minority Engineering Program (MESA/MEP), American River Community College, California**

According to statewide director of MESA programs, there are few models where MEP has been instituted at community colleges in spite of fact that many MESA students are enrolled there. This pilot program has been funded by the Chancellor of Community Colleges to provide support for minority students who are preparing for engineering programs, or other math-based majors. The program has grown rapidly over the fall term (from 50 to 140), involves active participation of faculty and student services staff, learning groups, and clustered classes held for MESA/MEP students to foster community. Two other campuses are planning to start similar efforts in ARC's district: Sacramento City College, and Consumnes College. Compton Community College will be starting a program as well.

Contact Person:
Mary Ellen Fort, Coordinator
MESA/MEP
American River College
4700 College Oak Dr.
Sacramento CA 95841
916-484-8488

5. CURRICULUM & PEDAGOGY

The classroom is at the heart of a student's college experience and thus efforts to provide content and pedagogy that welcomes diversity are essential. While efforts are not numerous, the quality and intelligence reflected in the models described is notable.

a. New Jersey Multicultural Studies Project

Built upon the state's successful gender integration project, the multicultural studies project began implementation in 1989. The goals of the three-year project are to provide a forum for New Jersey institutions of higher education where multicultural scholarship and research can be shared and support given to faculty efforts to strengthen and revise courses across the curriculum. The first statewide conference was held in May, 1989 with 263 faculty in attendance, followed in August with a week-long summer institute attended by 41 faculty from 15 institutions. Competitive grants, technical assistance, and evaluation support have been offered along with access to a library of tapes and publications housed in the Humanities Media Resource Center. A newsletter will be started in 1990. The project will also publish a report early in the year regarding projects around the country, resources, and examples of curricula developed within New Jersey. A second statewide conference will be held in spring 1990 to review models. A two-day national conference to disseminate results of the project will be held in April, 1991.

Housed within the multicultural curriculum project, a $100,000 human relations training project will address leadership, human relations, and conflict resolution in multicultural environments. Students, senior administrators, and faculty will be targeted, using a range of consultants, inluding facilitating teams from Syracuse University's conflict resolution program. The first phase will focus on developing a retreat for 300 students (six students from every institution in the state), who will return as trainers to their own campuses. A successful pilot of the student training model was conducted in January, 1990, involving students from 18 colleges.

Contact Person:

Alene Graham
Assistant Vice President for Academic Affairs
Jersey City State College, H 309
Jersey City, NJ 07305
201-547-2032

b. **National Seed Project (Seeking Educational Equity & Diversity) for Secondary School Teachers**

The New Jersey Department of Higher Education is funding a year-long seminar during 1990 to share Secondary School SEED experience with postsecondary institutions. SEED's goal is to prepare teachers of grades 7-12 to lead year-long reading groups with other teachers to discuss making the curricula gender-fair and multicultural. Currently 100 trained coordinators serve groups in 28 states and Jakarta, Hong Kong, Taipei, and Tokyo. The project is grant funded, but requires participating school districts to contribute $500 toward the program plus $1000 for books for each reading group. The project publishes a newsletter three times a year.

Contact Person:
Peggy McIntosh, Co-Director
Wellesley College Ctr. for Research on Women
Wellesley, MA 02181
617-431-1453
OR
Emily Style, Co-Director
Director for Diversity
Madison Public Schools
286 Meeker Street
South Orange, NJ 07079
201-763-6378

c. **Multicultural Projects at University of Michigan**

A campus wide effort has begun addressing three areas: 1) curriculum--to develop a course to deal overtly with issues of racism, communications in a multicultural environment; 2) faculty development regarding teaching/ learning strategies, such as: how to recruit minority students to your classroom, dealing with segregated seating patterns, learning teams, classroom exercises, monitoring, evaluation; and 3) organizational change: nothing short of changing norms/culture, hiring issues.

Contact Person:
Mark Chesler, Professor of Sociology
Program on Conflict Management Alternatives
The Center for Research on Social Organization
4016 LSA Bldg.
University of Michigan
Ann Arbor, MI 48109-1382
313-764-9553 or 764-7487

d. **Center for Academic Interinstitutional Programs (CAIP) Series of Humanities Institutes**

The project's goal is to broaden English/language arts and social studies curriculum through 3-week summer institutes, including: 1988 Chicano/Latino history/

literature; 1989 Pacific Rim; 1990 Black Humanities; 1991 Native American Literature, art and history; and in 1992 Chicano/Latino again. Participants include teachers from secondary and postsecondary institutions. Reading lists are available.

Contact Person:

Susan Popkin
Humanities & Multicultural Education
CAIP
Gayley Center
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90024-1372
213-206-5092

6. NATIONAL ORGANIZATIONS & NETWORKS

We trace activities of some national organizations to provide a context within which to view our local efforts and to share resources that will be forthcoming.

a. American Council of Education (ACE)

In 1987 the American Council of Education (ACE) and the Education Commission of the States (ECS) co-initiated a Commission on Minority Participation in Education and American Life chaired by Frank Rhodes, President of Cornell University, with Presidents Carter and Ford serving as honorary co-chairs. The commission issued its urgent message concerning minority under-representation in higher education in its report, "One-Third of a Nation," followed by two national conferences based on the same theme. As a means of focusing on pragmatic program responses, ACE published Minorities on Campus: A Handbook for Enhancing Diversity. This handbook is the most comprehensive resource of its kind to date, and outlines specific strategies to build programs "that work." It includes descriptions of existing programs that address institutional planning, undergraduate and graduate education, faculty, administrators, campus climate and issues involving teaching/learning and the curriculum.

Contact person:

Blandine Cardines Ramirez, Director
Minority Concerns Office
American Council of Education
One DuPont Circle, NW
Washington, DC 20036
202-939-9395

Conferences

"American Academy in a Pluralistic Society: Its

Obligation to Lead," National conference co-sponsored by University of Wisconsin & ACE Council of Fellows, in Milwaukee, June 10-12, 1990. Contact: Winston Van Horn, Institute on Racism & Ethnicity, University of Wisconsin, Milwaukee, WI. 414-229-6701.

Publications:

8th Annual Status Report on Minorities in Higher Education, ACE Publications Department, published January 22, 1990

b. **ACE, National Center for Academic Achievement & Transfer**

In 1989, ACE appointed Judith Eaton, former President of the College of Philadelphia, to direct a new National Academic Achievement and Transfer Project funded by Ford. The first phase of the project will fund 25 pairs of community colleges/universities (at approximately $25,000 per partnership) to involve faculty evaluation of transfer curriculum, faculty exchange, and summer institutes for students transferring to the universities. The second phase will fund six to eight partnerships (at $250 thousand per partnership) to develop core general education curriculum for first and second year students at both institutions. Criteria for selection of the institutions will include minority and low income student concentrations.

Contact person:

Dr. Judith Eaton, Director
National Center for Academic Achievement & Transfer
ACE
One DuPont Circle, NW
Washington, DC 20036
202-939-9715

Publications:

Working papers will be forthcoming during the year.

c. **State Higher Education Executive Officers (SHEEHO)**

SHEEHO named a Task Force on Minority Student Achievement headed by Ted Hollander, Chancellor of the New Jersey higher education system. A series of reports followed which addressed states' initiatives and trends, several of which were co-published with ECS. SHEEHO has formed a Minority Student Achievement in Higher Education project which has served as the vehicle for grants (Ford) to eight state boards to develop/improve accountability and student tracking, strengthen transfer function of two-year institutions, and strengthen admission and funding policies. [Arizona, Colorado, Illinois, Massachusetts, New York, Montana, Ohio, Tennessee]

Contact person:
Esther M. Rodriguez
SHEEHO
1860 Lincoln Street, Suite 310
Denver, CO 80295
303-830-3657

Conferences:
National Conference for Equity in Higher Education. "Fostering Diversity: State & Institutional Partnerships." Co-sponsors: SHEEHO and National Center for Postsecondary Governance & Finance. Co-Hosts: Texas Higher Education Coordinating Board, U. of Texas at El Paso, and University of Texas system. Invitational. October 7-10, 1990, El Paso, Texas.

Publications:
Comprehensive report on conclusion of Minority Student Achievement Project, 1991.

Newsletter:
Minority Success Quarterly

d. Education Commission of the States (ECS)

Following its cooperative efforts with both ACE and SHEEHO, ECS has formed a project: Minority Achievement Counting on You. The purpose of the project is to address policy issues confronting the main decision-making systems. ECS will publish reports of the on-going five-year study being conducted by the National Center for Postsecondary Governance and Finance (NCPGF). R. C. Richardson, who has contributed substantially to the literature, is the key researcher for the project. Conferences will be planned to disseminate the resulting recommendations and to serve as a resource to state boards and institutions. They will not be serving as a clearinghouse for exemplary programs.

Contact person:
Joni E. Finney
1860 Lincoln Street, Suite 300
Denver, CO 80295
303-830-3654

Publications:
Third of four policy papers will be released in May, 1990: "The State Role in Promoting Equity."

e. American Association of Colleges (AAC)

The AAC coordinated the Mellon Foundation project completed in 1988 which funded 12 pilot programs focusing on minority student transition from community colleges to four-year institutions. AAC is now working with the Ford- funded efforts to replicate the Vassar-LaGuardia model in five

institutions, one of which is Lewis & Clark College in Oregon.

Contact person:
Jane Spaulding
AAC
1818 R Street N.W.
Washington, D. C. 20009
202-387-3760

f. Quality Education for Minorities (QEM)

The Carnegie Corporation of New York funded this project, which has developed a comprehensive plan to improve education of Native Americans, Alaskan Natives, Blacks, Mexican Americans, and Puerto Ricans as reported in the January, 1990 report: "Education That Works: An Action Plan for Education of Minorities." A successor organization called QEM Network will serve as the focal point for the actions implied in the report in the entire educational pipeline. The network will serve as a clearinghouse supported by a computerized data bank and an electronic bulletin board. Information concerning exemplary efforts will be disseminated, and an annual report card will be issued on how well various sectors (governmental, corporate, educational, philanthropic, community agencies) are doing in providing minority education.

Contact person:
Dr. Shirley McBay, Program Director
QEM
Massachusetts Institute of Technology, Room 7-133
Cambridge, MA 02139
617-253-6776

7. ADDITIONAL ORGANIZATIONS/NETWORKS

a. Networks

Networks served as coordinator for the Ford-funded Urban Community College Transfer Opportunities Program (UCC/TOP) begun in 1983 to increase student transfer to four-year institutions. A report entitled, "Transfer: Making It Work" was published by the American Association of Junior & Community Colleges in 1987. This report contains recommended strategies as well as profile descriptions of each community college project. A follow up study of UCC/TOP, "Bridges to Opportunity: Are CC's Meeting the Transfer Needs of Minority Students?" was jointly published in 1989 by the Academy for Educational Development and the College Board. It too includes an excellent list of strategies and describes a comprehensive model.

In September, 1989 Networks initiated a two-year joint Ford-FIPSE project, the City Wide Transfer Project, in which Seattle, Phoenix, Miami, and Bronx are participating. The purpose is to bring together leaders from key groups including universities, community colleges, public schools, business, and social agencies, to develop a collective plan to improve minority student success.

Contact person:

Richard Donovan
NETWORKS
Bronx Community College
181st & University Avenue
Bronx, NY 10453
212-220-6420

Publication:

A case study on the city-wide transfer committees, September, 1991

b. **Center for Science, Engineering, & Technology (CASET)**

CASET is a research arm of Houston-Tillitson College and also receives support from NASA Johnson Space Center where it is located. It is engaged in a multi-phase research project to determine and test factors which influence women and minorities to engage or not engage in quantitative careers. CASET maintains a data base which is going to be available in 1990 to researchers through NASA-RECON. One data source is the CASET consortium, composed of 20 institutions with large minority student populations. These institutions are doing experimental designs of interventions which will be reported in 1991. The center also conducts symposia at the NASA Johnson Space Center for minority groups which are conducting programs to expand the pool of minorities in engineering and science, such as MESA, MEP, etc.

Contact person:

Nina Kay, Director
CASET
P.O. Box 580405
Houston, TX 77258
713-283-5516

c. **Mathematical Sciences Education Board, National Research Council**

The Board has held six regional workshops around the country during 1989 to mobilize interest in minority programs in secondary and postsecondary institutions. A national conference in 1990 will highlight exemplary programs, relevant research findings, and produce a national plan for increasing the level of minority student achievement in mathematics.

Contact person:

Beverly J. Anderson, Director
Making Math Work for Minorities Project
Mathematical Sciences Education Board
National Research Council
818 Connecticut Avenue, N.W. Suite 500
Washington, DC 20006
202-334-3294

Conference:

National convocation: Making Math Work for Minorities Project, Washington, DC, May 4-5, 1990

Publications:

"Reshaping School Mathematics: A Philosophy & Framework for Curriculum," MSED, January, 1990, $7.95.

"On the Shoulders of Giants," MSED, due Summer 1990. Sets forth an alternative view of math curriculum in five essays and indicates paths to follow to teach math in the next century.

d. Center for At-Risk Students

Established by the Pew Charitable Trusts, the center, located at LaGuardia Community College, will develop a national data bank of programs for at-risk students from a minimum of 200 institutions. A comprehensive inventory of exemplary efforts will be compiled and a monograph published describing and analyzing factors for program success and failure. Additional resource materials will include a bibliography, a list of consultants and network institutions, and a quarterly newsletter. The Center will be installing an electronic bulletin board to facilitate information exchange.

Contact person:

Dr. Janet Lieberman, Director
Center for At-Risk Students
La Guardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
718-482-5049

Conference:

1991

Publications:

Monograph concerning principles of good practices is due in 1991; bibliography available currently

Newsletter:

Quarterly

e. **Hispanic Association of Colleges & Universities**

HACU is a national association of 113 institutions of higher education dedicated to building partnerships among colleges and universities, corporations, governmental agencies, and individuals. Member institutions enroll over 25% Hispanic students and together account for over a third of all Hispanic college students in the United States.

Contact person:

Antonio Rigual, President
HACU
411 S.W. 24th Street
San Antonio, TX 78207-4617
512-433-1501

Conferences:

4th Annual HACU Conference, Chicago, September 23-25, 1990

Regional seminars:

"Model Hispanic Pre-College Programs," in Los Angeles, April 27-28, 1990
"Effective Teaching & Assessment Practices for Hispanic Students," in Miami, June 8-9, 1990
"Successful Student Services for Hispanics," in San Diego, August 10-11, 1990
"Improving Hispanic Student Recruitment & Retention," in El Paso, November 2-3, 1990.

Publications:

Will be forthcoming on: Model Hispanic Pre-college Programs; Hispanic Student Success Project--Replication Efforts at Four Sites; and Leadership Development Summer Programs.

Newsletter:

Quarterly

f. **National Council of La Raza**

To improve Hispanic educational outcomes through innovative programs. There are five models: Academia del Pueblo, Project Success, Project Second Chance, Parents as Partners, and Teachers Support Network. These projects place strong emphasis on reading, math and science skills, and awareness of careers that require higher education. They are designed to be low cost/replicable.

Contact Person:

Lori Orum
National Council of La Raza
548 S. Spring St., Suite 802
Los Angeles, CA 90013
213-489-3428

g. **National Black Affairs Council of Community Colleges**

An adjunct to the American Association of Community & Junior Colleges (AACJC), the council focuses on concerns of black students and educators. A directory of exemplary programs for black students is being gathered for the 1990 annual AACJC conference.

Contact Person:

Carolyn Williams, President
National Black Affairs Council of Community Colleges
Wayne County College
801 Fort Avenue
Detroit, MI 48226
313-496-2500

h. **Community College Hispanic Council**

A parallel organization to the National Black Affairs Council of Community Colleges, addressing the concerns of Hispanic students and educators.

Contact person:

Michael Saenz
Community College Hispanic Council
Tarrant County Junior College
Ft. Worth, TX 76179
817-232-7750

i. **National Institute Against Violence & Prejudice**

Since 1986, the institute has monitored incidents of ethno-violence and related issues on college campuses. The organization conducts research, provides consultation to colleges, conducts workshops and training programs, and serves as a national clearinghouse.

Contact person:

Joan C. Weiss, Executive Director
32 South Greene Street
Baltimore, MD 21201
301-328-5170

Newsletter:

Quarterly. FORUM

Membership:

Individual: $25; Organization: $85.

j. **National Association for Equal Opportunities in Higher Education**

This is a membership organization serving 117 black colleges and universities.

Contact person:

Sam Meyers, Director
National Association for Equal Opportunities in Higher Education
2243 Wisconsin Avenue, NW
Washington, DC 30007
202-543-9111

Conference

15th National Conference on Blacks in Higher Education: Challenge & Change, Washington, D. C., March 28-April 1, 1990.

Newsletter:

Bi-monthly, $30.00/year

k. Center for Research on Minority Education (CRME)

The mission of the center is to generate and disseminate research focusing on the needs of and opportunities for minority students in education. There is an emphasis on issues of interest to state and national policy makers. CRME hosted a national conference in 1987 where research findings were presented regarding the decline in minority student participation and program responses.

Contact person:

Wanda E. Ward, Director
CRME
601 Elm Avenue, Rm. 146
University of Oklahoma
Norman, OK 73019-0315
405-325-4529

Publications:

Commissioned papers are available as well as a series of occasional papers prepared for a 1989 symposium.

Newsletter:

Two issues a year

C. CONFERENCES

Below are 1990 conferences of special interest. Many of these conferences occur each year, though the exact dates may vary.

March 2-4, 1990 National Education Association Higher Education Conference. "Cultural Diversity in American Higher Education: Challenge and Promise." Contact: Gerie Bledsoe, Coordinator of Higher Education, NEA, 1201 - 16th Street, NW, Washington, DC 20036. 202-822-7162

March 8-9, 1990. Third National Conference, "Cultural Diversity: A Challenge for Higher Education." Sponsored by Student Educational Services Center, St. Louis University. In St. Louis. Contact Dr. Celerstine B. Johnson, Director, Student Educational Services Center, St. Louis University, St. Louis, MO, 63103. 314-658-2930

March 28-Apr. 1, 1990 15th National Conference on Blacks in Higher Education: "Challenge & Change," Washington, DC. Contact: Sam Meyers, Director, National Assn. for Equal Opportunities in Higher Education, 2243 Wisconsin Avenue NW, Washington, DC 30007. 202-543-9111

April 22-25, 1990. "Cultural Diversity & Liberal Education: Curriculum Design & Pedagogical Practices," National Institute on Issues in Teaching & Learning, University of Chicago. Contact Becky Chandler, Office of Continuing Education, University of Chicago, 5835 S. Kimbark, Rm. 207, Chicago, IL 60637. 312-702-1721

April 27-28, 1990. "Model Hispanic Pre-College Programs," Hispanic Association of Colleges & Universities, in Los Angeles. Contact: Gene Gonzales, HACU, 411 SW 24th St., San Antonio, TX 78207-4617. 512-433-1501.

May 4-5, 1990. National Convocation: "Making Mathematics Work for Minorities," National Academy of Sciences. Beverly Anderson, Project Director, MSEB, 818 Connecticut Avenue NW, Suite 500, Washington, DC 20006.

May 14-15, 1990. "Opening the Pipeline: American Indian Education in the 1990's." Montana State University, Bozeman. Contact: Bobby Wright, Center for Native American Study, 2-152 Wilson Hall, MSU, Bozeman 59717

May 17-19, 1990. Third National Conference on Mentoring in Education & Industry, Medical, and Human Services. "Diversity in Mentoring," Western Michigan Univ., Mentoring Association, Kalamazoo, MI 49008. 616-387-4174

June 1-5, 1990. National Conference on Racial & Ethnic Relations in American Higher Education. Santa Fe, New Mexico. Contact: S. W. Center for Human Relations Studies, University of Oklahoma, 555 Constitution Avenue, Norman, OK 73019.

June 8-9, 1990. "Effective Teaching & Assessment Practices for Hispanic Students," Hispanic Association of Colleges & Universities, in Miami. Contact: Gene Gonzales, HACU, 411 S. W. 24th St., San Antonio, TX 78207-4617. 512-433-1501.

June 10-12, 1990. "American Academy in a Pluralistic Society: Its Obligation to Lead," National conference co-sponsored by University of Wisconsin & Council of Fellows, in Milwaukee. Contact: Winston Van Horn, Institute on Racism & Ethnicity, University of Wisconsin, Milwaukee, WI 53201. 414-229-6701

August 10-11, 1990. "Successful Student Services for Hispanics," Hispanic Association of Colleges & Universities, in San Diego. Contact: Gene Gonzales, HACU, 411 S. W. 24th St., San Antonio, TX 78207-4617. 512-433-1501.

September 23-25, 1990. 4th Annual Hispanic Association of Colleges and Universities Conference, Chicago. Contact: Antonio Rigual, HACU, 411 S. W. 24th Street, San Antonio, TX 78207-4617

October 7-10, 1990 National Conference for Equity in Higher Education. "Fostering Diversity: State & Institutional Partnerships." Co-sponsors: SHEEHO and National Center for Postsecondary Governance & Finance. Co-Hosts: Texas Higher Education Coordinating Board, U. of Texas at El Paso, and University of Texas system. Invitational. El Paso, Texas.

November 2-3, 1990. "Improving Hispanic Student Recruitment and Retention," Hispanic Association of Colleges & Universities, in El Paso. Contact: Gene Gonzales, HACU, 411 SW 24th St., San Antonio, TX 78207-4617. 512-433-1501

November 4-7, 1990. 6th Annual Black Student Retention Conference, Baltimore, MD. Contact: Retention Conference Office, 209 Jackson Davis Hall, Florida A & M, Tallahassee, FL 32307. 800-872-4723

D. REFERENCES

Minorities on Campus: A Handbook for Enhancing Diversity, American Council of Education, Washington, D.C., 1989

"One-Third of a Nation, A report of the Commission on Minority Participation in Education & American Life," American Council of Education & Education Commission of the States. May,1988.

Astin, A., Clewell, B.C. and Ficklen, M. S., "Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices," a paper presented to the National Conference of the American Association for Higher Education, 1988. Educational Testing Service, Princeton, NJ, June 1986.

Donovan, R. A., Schaier-Peleg, B., and Forer, B. (eds.) "Transfer: Making it Work, A Community College Report," American Association of Community & Junior Colleges, Washington, DC, 1987.

Odell, M., and Mock, J. (eds.). "A Crucial Agenda: Making Colleges & Universities Work Better for Minority Students," Western Interstate Commission for Higher Education, Boulder, CO, July 1989.

Pincus, F.L., and Archer, E. (eds) "Bridges to Opportunity: Are Community Colleges Meeting the Transfer Needs of Minority Students?" Academy for Educational Development & The College Board, New York, 1989.

Richardson, R. C. "Institutional Climate & Minority Achievement." A draft report by the National Center for Postsecondary Governance & Finance Research Center for Education Commission of the States, October 1989.

Style, Emily. "Curriculum as Window and Mirror." In Listening for All Voices: Gender Balancing the School Curriculum. Oak Knoll School, Summit, New Jersey.

Terrell, M. C. and Wright, D. J. (eds.) "From Survival to Success: Promoting Minority Student Retention," National Association of Student Personnel Administrators, Monograph Series Vol. 9, December, 1988.

Tinto, V. "The Principles of Effective Retention." Paper presented at the Washington Center for Undergraduate Education Conference on Involvement in Learning, May 19, 1989.

ERIC Clearinghouse for Junior Colleges

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